STEP AWAY FROM THE TEXTBOOK!

Exploration of the New World

Activities, Parodies, Games, Jokes, Review Sheets, "3-D Templates", Cold Reading Passages, and much more!

- Explorer Motivations & Experiences
- Exploration Routes
- Columbian Exchange
- Navigational Tools

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For information or comments, contact:

Homecourt Publishers
2435 East North St., #245
Greenville, SC 29615-1442
benbache@homecourtpublishers.com
www.homecourtpublishers.com
(864) 877-5123
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“A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.”

—Horace Mann (1796-1859)
“The Father of American Public Education”
Over the next few pages I will share some of my personal classroom secrets that are sure to engage and excite your students!

Here’s how it works:

The left-hand page includes the song parody, activity, poem, game, etc. for you to share with your students.

The right-hand page includes my personal commentary, including the reasons I’ve had success with this exercise, any key directions, and other tid-bits that might be helpful.

***The exercises on the next few pages are great to use for this topic area, but you can easily modify them to use for other topics and even subject areas. The simple format and extra notes that are provided will really help with this!
"All of Our Explorers!"

It started with the Vikings
   And Leif Ericson
Looking for warmth and good fishing
   He found Newfoundland

Then came Chris Columbus
Spain paid for him to get ahead
In search of a route to the Indies
He found San Salvador instead

John Cabot came from England
   He wanted to go west, too
He ended up on the coast of Canada
In a world that to Europe was new

Magellan thought he could do it,
   And find spices near Africa's tip
His crew went round the world instead
   And Spain paid for his trip

Spain also gave us DeSoto
He wanted power, silver, and gold
He explored the Southeast areas
And to the natives was very cold

Henry Hudson was the man
   To want a passage Northwest
The Dutch paid for the Hudson waters,
   And Henry did his best

Lastly there's LaSalle
How far he came from France
Looking for some land to claim
The Mississippi was his chance
Poems are always a bonus tool because they incorporate so many ELA standards (imagery, word choice, rhyming schemes, etc.). You are “killing two birds with one stone!”

Students are interested in explorers, but it isn’t always easy to keep track of the “who’s who”. This poem reinforces the basics of the famous explorers.

I used this poem after I had already introduced each explorer. It reinforced what I had already taught.

This was my “Poem of the Week,” and I read it during the morning-meetings, during transition times, while students were packing-up... basically, I read it whenever I had a chance.

From an ELA perspective, we reviewed concepts such as rhyming schemes, rhythm, word choice, and stanzas.

Whenever you use a poem of the week such as this, make it an “anchor chart” in the room. You’ll be amazed at how often students revisit those charts. In fact, the more they have gotten comfortable with them, the more they like to read them again. This constant reinforcement will pay off by the end of the year!
Reader’s Theater

The Voyage of Columbus

Description: Reader's Theater script about the voyage of Christopher Columbus

Instructions: Use during ELA block or for SS integration

The 99% True Story of Columbus and his Sponsors

Characters

King of Portugal
Christopher Columbus
King of Spain
Queen of Spain

King of Portugal: Ahhh, here comes my favorite sailor, Columbus.

Columbus: What’s up, King? I come to you with a great idea today!

King of Portugal: What is it my friend?

Columbus: I think that if we sail west, we will get to Asia and the Indies faster than some of those other countries. West – faster – gold, spices, are you with me?

King of Portugal: West? West? That’s ridiculous! If you sail West, you will go soooo much farther than needed. No way, see ya!

Columbus: Well then, I will just have to take my grand idea to another country, won't I???
King of Spain: My dear, who is this old, tired sailor that is coming before us today?

Queen of Spain: I believe his name is Columbo or something

Columbus: Actually, your highness, it is Columbus—Christopher Columbus, Sailor 007.

King: Welcome Christopher, Sailor 007. What brings you to our fine country?

Columbus: I come to you with a great idea. You want to get to Asia and the Indies faster? I can go west to do it for you!

Queen: West? Did someone say Kanye West is here?

King: Dear, he's talking about the direction West....

Queen: Right! What a great idea! Sail West! Wow! Why didn't we think of that?

King: Right. How much do you need, my boy? We will sponsor this trip.

Columbus: I will need three ships, I prefer a caravel type. I will need a good crew. I have my trusty compass and astrolabe to guide me.

Queen: Give him whatever he needs. I'm tired of those people in Portugal beating us all the time. We need more spices brought in from the Indies.

King: You got that right. Those spices keep our food tasting fresh since we don't have refrigerators. We can still eat spoiled meat as long as the spices cover up the taste!
Queen: Was that what was missing on our chicken last night? Oh, and Columbo -

Columbus: You mean Columbus, Madam.

Queen: Whatever. While you're over there, see if you can spread our Christian faith to the native people, too. That way, we can expand God’s heavenly kingdom while we expand our earthly kingdom. It’s a win-win!

Columbus: Your wish is my command – just don't invite me over to dinner afterwards. I will get your spices and spread the faith. I will claim the land I find in the name of Spain!

King: Off you go! Best of Luck! OH – bring back some gold, too, will ya?

Columbus: You've got it your majesty! You won't be disappointed!

The End
Some of My Thoughts...

Why I think this is a great exercise...

Reader's Theater is always fun and a perfect integration for ELA. It is a great way to reinforce information that should be common knowledge to your students. In a way, telling them the story this way helps them keep track of the facts more than the traditional "textbook" version (of course, remind them that this is just a parody of real events).

The Step-by-Step in the classroom...

After introducing the motivations behind the journey of Christopher Columbus (both his motivations and Spain’s motivations), this is a perfect way to drive home the concept. I pass out scripts and we read it all together first. Then I break the class into groups of five and have them “perform” the play individually.

It’s okay if one group watches another group perform the same script – each group will put their own “spin” on it naturally, which is also a great learning experience.

After a certain amount of time, I let the students perform in front of one another. If students want to use props, I allow them some time to create them. After the performances, we talk about what we learned (i.e. it’s always important to tie it back to the standards!).

Helpful Hint:

Reader’s Theaters are not supposed to be memorized. They are not official “plays”. They are meant to be quick review tools and to help with fluency and expression. That being said, my students always take their roles very seriously - even though they are not memorizing anything. They just love performing!
**Song Parody**

**The Columbian Exchange**

*Description:* A song used to help students understand the motivations and specific details of the Columbian Exchange

*Instructions:* Sung to the tune of “Twinkle, Twinkle, Little Star”

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**The Columbian Exchange**

*(Sung to the tune of “Twinkle, Twinkle, Little Star”)*

The Columbian Exchange
Started trading long ago
Many items became new
To Natives, Europeans too
Diseases came from far and wide
Wiped out Natives - many died

Many Natives got a treat
Honey, bees, and some wheat
They now had pigs and some sheep
Sugar made their coffee sweet
Don't forget the knives and guns
That came from Europeans

Europeans, they did get
Corn, beans, squash, and chocolate
Turkey and tomatoes
Pumpkins and tobacco
On the land, they learned to plow
And the Natives showed them how.
The Columbian Exchange is confusing, especially when it comes to remembering which items went to the New World and which went back to Europe. This song helps students remember who traded what and the effect that the Europeans had on the Natives who were already here.

I don't jump right into this song. I start the lesson with a little role play. I bring in replicas or pictures representing the items that are traded and split the class into two groups - Natives and Europeans. We then commence the trading!

Studies can back this up, but I've also learned from my own experience that students have a better grasp of a concept if they can act it out. It makes it more personal.

At the end of the lesson, we read through this song line-by-line, and then sing it. It makes for great ELA integration!

Don't just sing it once! After day one of using this song, go back and do it again the next day. And again after that.

You're students probably won't memorize it, but the concepts will get locked into their memory - and that is most important!
Call & Response

The Explorer Cheer

Description: An interactive cheer about the early explorers to the New World

Instructions: The teacher shouts out the question lines and students respond to the call in a cheer format. Enthusiasm is important in this exercise!

Who was the first European to set foot in the New World?  
It's Ericson! The big Viking Leif Ericson!

Who stumbled upon America in 1492?  
It's Columbus, WooWoo it's Columbus

Who gave England its first taste of the New World?  
John Cabot did, Yeah He did!

Who is the one who lent his name to “America”?  
Vespucci! That’s right, it’s Amerigo Vespucci!

Who discovered the Mighty Mississippi?  
It's DeSoto, Yeah, Hernando Desoto

Who fist sailed into what’s now New York City?  
It's Hudson, Uh Huh Henry Hudson

Who first claimed parts of the New World for France?  
Lasalle did! You know it... it was Robert de LaSalle

REPEAT ONE MORE TIME!
Some of My Thoughts...

Why I think this is a great exercise...

This is an interactive and engaging cheer. Students have a chance to get up and get some energy out while reviewing what they have learned about the explorers (and you can easily modify it for other explorers, or even other topics). I can’t tell you how important it is to have exercises that you know will “jumpstart” a tired class in the middle of the week!

The Step-by-Step in the classroom...

To introduce, I put this cheer on an overhead and reveal one line at a time and discuss it. You can even have your students write what they think the correct response should be and hold it up before you reveal the answer.

After going over it slowly, we call out the answers. Students come up with motions to identify each explorer, which is always a strong mnemonic technique.

Helpful Hint:

As a follow up, I have students create their own call and response cheer!

Also—repetition, repetition, repetition! This can be implemented as a “Start the Day” cheer, as a transition time cheer, a lining-up cheer, an end-of-the-day packing-up cheer... You get the picture.
Section 2
"Information Overload"
Primary Source Review Sheets

The next few pages feature a wide assortment of Primary Sources from this particular time period. These resources will help engage your students and help them understand the “story behind history”.

Feel free to make copies of these “Primary Source” review sheets to give to your students.

What is a Primary Resource?
Primary resources are documents or other materials that give a researcher a firsthand account of a historical event or time period. These sources reflect the experiences, viewpoints, and observations of individuals who actually lived through certain events.

Examples of Primary Resources
- Letters
- Diaries and Journals
- Historic Speeches
- Census Data
- Audio / Visual Recordings
- Public Records
- Firsthand News Reports
- Political Cartoons
- Original Artwork
- Physical Artifacts

Primary resources often give a more accurate view of history than secondary resources. Secondary resources are materials that review an event after it has taken place. An example of a secondary resource is an encyclopedia, or even your textbook.

The next few pages contain a variety of primary resources. Each document has been carefully chosen to help explore a unique part of United States history. We hope you enjoy the materials — & remember...

Have Fun!!!
While he is commonly known as the man who discovered America, Christopher Columbus never bothered to name the continent. His reasoning was simple—he didn’t know that he had discovered anything (he thought he had landed in East Asia).

The first use of the name America appeared on a 1507 world map drawn by German cartographer Martin Waldseemüller. He chose the name in honor of Italian explorer Amerigo Vespucci. The Latinized version of Amerigo happened to be “Americus,” with the feminine version being “America.”

Vespucci was one of the few men of his day who believed that Columbus did not stumble onto East Asia, but instead discovered a new continent.

The Northern Atlantic Ocean was an unknown and intimidating place to European Explorers in the mid-1500s. Its mystique can be seen in the map of North America engraved by Spanish cartographer Diego Gutiérrez in 1562. Included in his map are a number of sea monsters (such as the one shown to the right), mermaids, and damaged ships floating in the Atlantic.

Above are two maps of North America created by notable cartographers during the Golden Age of European navigation. The one on the left was drawn in 1562, during the first decades of American exploration. The map on the right was created nearly a century later, in 1650. As you can see, both mapmakers had a general understanding of the shape of North America, although the latter map contains more detailed proportions.
Navigating the World

There are two things that a navigator must know as he is traveling across the world. First, where he is. Second, where he is going. The European explorers of the 16th and 17th centuries used a number of tools to solve the first of these two problems. They determined their latitudinal and longitudinal (which was more difficult) location by noting the position of the sun, moon, and stars. Instruments like the astrolabe and octant helped the early explorers effectively make their calculations. By the mid-18th century, the sextant had become the instrument of choice.

The second problem, determining where they were going, was solved by one trustworthy instrument—the compass. The compass used the magnetic field of the earth to accurately plot directions. By the 1500s, every European ship setting sail into the unknown was armed with a compass.

Astrolabe

dates back more than 1,000 years—it was one of the first navigational tools to use the position of the sun when determining location

Compass

uses a metal needle to determine earth's magnetic field—it has been the world's most important navigational instrument since the 14th century

Octant

used to determine location based on the position of the sun in relation to the horizon (used until 1767, when it was replaced by the "sextant")

Sextant

used for measuring the exact position of the sun and stars for navigational purposes (similar concept to the "octant," but more accurate)

Other things you might find on the ship...

⇒ Lanterns — It was always dark below deck and at night, and there were no light bulbs in the 16th and 17th centuries. Lanterns were a must for sailors to do their jobs on expeditions that could last several months.

⇒ Weapons — Sailing was a dangerous business, especially when the ship stumbled across unfriendly natives or even pirates. The workers on the ships would have simple weapons (swords, knives, shotguns, etc.) to protect themselves from these threats.

⇒ Bells — Sailors didn’t have watches, so they relied on bells to signal the time while out at sea. The ringing could also be used as a distress call, or to give warning. Bells were so important, they were seen as a central part of the ship’s identity.

⇒ Flags — Flags were extremely important for the early explorers. They displayed the nationality of the ship, and they were flown with great pride. The flags could also be used to signal warnings, or to ask for help.

⇒ Tools — During an expedition, sailors weren’t just sitting on the deck relaxing in the sun. They were hard at work, and they needed a variety of rigging gear, pocket knives, and other tools. They also needed various supplies like blacksmith tools and sewing needles.
Activity— Key Explorations

Key Explorations to the New World prior to 1500 AD

Ask your students to review a map showing the routes of several early explorers to the New World (the map above is an example, but you can add other explorers if you’d like).

Divide the students into several groups and assign them one of the above routes (or you can choose other explorers). They must then research to answer the following questions:

- **Who was the first explorer to travel the route?**
- **When did the exploration take place?**
- **Where was the explorer trying to go?**
- **What was the overall purpose of the explorer's journey?**
- **Did the explorer choose the best route to accomplish his goals?**
- **What did the explorer know about the route before the exploration began?**
- **What obstacles did the explorer face along the way?**

Ask each group to present their findings to the rest of the class in a short oral presentation.
Activity - Motivations for Exploration

As a class, discuss the motivations that could have influenced the European explorers and first American settlers to trek across the Atlantic. Here are some ideas to get you started:

⇒ **Christopher Columbus** (late 1400s) — Columbus tried to find a quicker route from Europe to the Indies. His trip was financed by the Spanish government.

⇒ **Hernán Cortés** (early 1500s) — Cortés, a Spanish conquistador, traveled to present day Mexico in search of gold and glory.

⇒ **Ponce de León** (mid-1500s) — León arrived on the coast of present day Florida in search of the legendary Fountain of Youth.

⇒ **Sir Walter Raleigh** (late 1500s) — Raleigh was a soldier, poet, and even a spy, and he was motivated to explore by a sense of adventure and a desire to begin an empire in the New World.

⇒ **The Pilgrims** (early 1600s) — the Pilgrims were a group of English separatists who went to America to avoid religious persecution in Europe.

Ask your students if any of these reasons are more legitimate than others. Does the original motivation have any impact on whether the explorer is successful or unsuccessful?

Activity - Old World Meets New World

As a class, discuss the back and forth exchange that took place between the Old World (*Europe*) and the New World (*America*) during the Age of Exploration. Have your students list different kinds of items that were introduced to both continents. Consider:

- New plants
- New animals
- New resources
- New ideas
- New technology
- New maps
- New trade routes
- New legends (*i.e.* Fountain of Youth)

Ask your students how this exchange had an impact on the exploration and settlement of the New World.
Explorations of the New World

Johnny: Did you know that the Leif Eriksson and the Vikings came to the New World 1,003 years ago?
Fred: Wow, how do you know the exact date when they came?
Johnny: Easy, my elementary school teacher said that 1,000 years have passed since the Vikings first came to the New World, and that was 3 years ago. (use this one to begin the explorer unit, and your students will remember that the Vikings came first)

Q: Which credit card did Hernando DeSoto carry as he went through the New World on his way to finding the Mississippi River?
A: The “Discover” Card, of course (can you think of a better way to remember that Hernando DeSoto “discovered” the Mississippi River)

Q: Why were European settlers willing to sail across the Atlantic Ocean in order to come to the New World?
A: Because it was a lot easier than swimming across! (silly, I know, but a good way to remind students of the route taken by the first settlers)

Q: In what way was an early explorer like someone who tries to get you to buy some silly gadget at the mall?
A: They are both driven by “sales” (sails) (yes, it’s a bad pun, but it can work when you talk about early ships and navigational techniques)

An old sailor finally came back to land after years at sea. When his best friend saw him, he exclaimed, “You look terrible! You have a peg-leg, a hook for a hand, and an eye patch! What happened?”

“Well,” said the battered sailor, “I got the peg-leg after a cannonball hit me when we were battling with pirates. The hook is from when I fought with a dozen angry natives and they cut off my hand. And the eye patch is from a stormy day at sea when I got some water in my eye.”

His friend listened sympathetically, but then said, “Wait a minute… You don’t need an eye patch just because some water gets in your eye.”

“Well,” admitted the old sailor, “I wasn’t too used to the hook yet…” (this joke is a great way to lead into a discussion about the rugged life of sailors and explorers)
“It passed with flying colors!”

This is another one of those sayings that has a universal understanding, but it’s usually accepted without any thought to how silly it sounds. How exactly does a color fly? Nonetheless, to say that something “passed with flying colors” is to say that it exceeded all expectations. A proud student might exclaim, “The test was hard, but I passed it with flying colors.”

The phrase originates from the days when wooden sailboats frequently traveled across the ocean. Occasionally, one ship would pass another en route to its destination. In order to be recognized, the crews of both vessels would wave their flags (or colors) high on the mast. The flags, of course, were always flown with a great deal of pride. As a result, the ships did not just pass—they “passed with flying colors!”

The concept of “passing with flying colors” is also common in an everyday parade. When marching bands and other organizations stride past the crowds, they are usually led by a flagman whose job it is to make sure that the crowd can see the group’s “flying colors”.

Here’s a flag you don’t want to see...

The Jolly Roger, which is perhaps more recognized as the Skull and Crossbones flag, was commonly flown by pirates of the Caribbean during the early 18th century.

The one shown here is currently displayed at a maritime museum in Mariehamn, Finland (it was first owned by a group of Finnish pirates).
Feeling the blade that would soon cut off his head, Sir Walter Raleigh didn’t see any need to lose a positive perspective. Despite being a powerful figure in England, he had recently been sentenced to death by King James. At the cutting block, Raleigh’s executioner granted his strange request to run his hand along the edge of the ax. Raleigh, pleased with the quality of the blade, smiled and commented, “‘Tis a sharp remedy, but a sure one for all ills.” He was then asked which way he would like to lay his head on the block. Considering what was about to happen, he calmly answered, “It is no matter which way the head lies.”

Raleigh’s rise to fame came under England’s legendary Queen Elizabeth, who took an instant liking to him. His efforts to form some of England’s first colonies in the New World had already earned him a strong reputation as an explorer. Under the Queen, Raleigh became one of the most influential men in England. He was even knighted along the way.

However, when Queen Elizabeth learned that Raleigh had secretly married one of her close friends in 1592, he quickly fell out of favor. Her successor, James I, liked him even less—he was paranoid that Raleigh was plotting against him. The King hit Raleigh with a list of accusations, and he was sentenced to the Tower of London where he spent thirteen years. Despite being released for a time and leaving England, he returned only to be given the death sentence by James I in 1618.

After he was beheaded, Raleigh’s head was embalmed and given to his wife.
Interesting Facts about EXPLORERS

• When Christopher Columbus died at the age of 55, he still believed that the land he had explored was the eastern edge of Asia.

• Robert de La Salle's primary ship, La Belle, was discovered in 1995—deep in the muck off of the Texas coastline at Montagorda Bay.

• There were only eighteen men and one ship out of 237 men and five ships that survived Magellan's voyage around the world. Magellan himself was killed by natives on an island in the Philippines more than a year before these survivors landed back in Spain.

• Christopher Columbus's heredity and origin are an unsolved mystery, although it is known that he was born in Genoa, Italy.

• When he was a teenager, Leif Eriksson had a pet polar bear that he caught from an ice flow after using his knowledge of sailing to battle the strong current that flowed between the land and the ice.

• The myth that most 15th century people believed the Earth was flat was actually fabricated in a fantasy book by Washington Irving, The Life and Voyages of Christopher Columbus, written in 1828.

• The Gulf Stream, which flows northward along the east coast of North America, caused many shipwrecks and unsuccessful voyages because its rapid currents were stronger than the winds. This brutal combination would cause sailors to lose control of their ships.

• It was not Christopher Columbus’s idea to sail across the ocean. This credit goes out to his brother, Bartholomew, who then shared his idea with Christopher.

• Leif Eriksson lived in Greenland because his father, Erik the Red, was banned from both Norway and Iceland on account of several murders.

• After he and his crew nearly froze and starved to death during a harsh winter in Canada, Henry Hudson’s crew was so angry with him that they did not let him return to England on his ship. Instead, they sent Hudson, his son, and a few of his loyal crew followers off in a small rowboat into the icy ocean, completely alone. They were never seen again.

• Hernando de Soto tried to convince local Native Americans to believe that he was an immortal sun god in order to gain their submission to his demands.

• Robert de la Salle’s real name was René-Robert Cavelier, meaning “knight.”
The History of the English Language

Why do we speak English? Christopher Columbus was Italian, and he sailed under the Spanish Flag. In fact, very few of the early explorers to the New World were English speaking.

Okay, we know that after all of the exploring was out of the way, it was the mighty empire of Great Britain that gained a stronghold in America. And, in a nutshell, that’s why we speak English. That’s true — but the story actually goes back a lot further than that.

Imagine having the opportunity to meet your ancestors of 4,000 years ago. There would, however, be one major problem — talking with them would be nearly impossible. Language is constantly evolving and even our most basic conversational words (i.e. no slang words, catch phrases, or technical terms) wouldn’t be recognizable that long ago.

What we know today as English didn’t even start to exist in its earliest forms until about 3,000 years ago. That’s when the Germanic language family developed along the Elbe River in Central Europe. Around 500 AD, these Germanic speakers started to populate other parts of Europe, and the language turned into what is known as “Old English.” Don’t be fooled, though. Old English is a long way from the daily conversations that now take place on the streets of the United States or England (see the gray box below).

In the next several centuries, the language continued to develop as the Vikings and the Normans traveled around Europe. Old English transformed (though it would still be basically incoherent to a person today) into its more modern form. During the Renaissance, which began in the 14th century, many people studied the classic languages of Greek and Latin. Several words were adopted, and this helped English develop into something more recognizable.

If you’ve ever read any works by William Shakespeare (i.e. Romeo & Juliet, Macbeth, Hamlet) that were written in the late 1500s, you know that the language can get tricky. Keep in mind, however, that Shakespeare is considered to have written using Modern English. His writings help display only a few very minor changes in the language that have taken place over the last four centuries. Shakespeare would also be completely befuddled by many modern words like airplane, oxygen, vaccine, horsepower, typewriter, light bulb, and thousands of others. These entered into our language with technology that came around hundreds of years after his time.

To show just how much Old English had to evolve to become Modern English, consider this line from a common Biblical prayer:

Old English (around the year 1000)
Fæder ure þu þe eart on heofonum

Middle English (from the Wycliffe Bible, 1387)
Oure Fadir þat art in heuenes

Modern English (from Kings James Bible, 1611)
Our Father which art in heaven
## Why Explore?

### Factors of Exploration

1. Break the code to reveal a factor of exploration.  
2. Circle the type of factor the message reveals.

**NOTE:** Not all letters will be used. The codes are different for each message.

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Circle one: Economic  Political  Technological

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Circle one: Economic  Political  Technological

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|   |   | 22| 11| 8 | 5 | 9 | 16| 7 |

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Circle one: Economic  Political  Technological
Section 5

Feel free to make copies of the puzzles to distribute to your students for review

Why Explore?

Find and Read: Ours

Find and Read: Ours

Economic Political Technological

Circle one:

Find and Read: Ours

Economic Political

Circle one:

Find and Read: Ours

Economic Political Technological

Circle one:

Find and Read: Ours

Economic Political

Circle one:

Find and Read: Ours

Economic Political Technological

Circle one:
In the document, the main focus is on the Columbian Exchange, a period of intense interaction between the Old World and the New World, particularly following Christopher Columbus's voyages. The document includes sections titled "Part 1: Find the words from the list to the right into the word search. The remaining letters will spell a hidden message!" and "Part 2: Complete the arrow to show whether the item was introduced to the Old World from the New World, or the other way around. (the first one is done for you)."

The list of words includes:

- CHICKENS
- CORN
- COWS
- MALARIA
- PIGS
- SMALLPOX
- COFFEE
- DIPHTHERIA
- MEASLES
- POTATOES
- SQUASH
- RICE
- WHEAT
- HORESES
- HORESExCHANGE

The words are arranged in a grid, and students are asked to fill in the blanks with the correct words from the list. The remaining letters spell a hidden message. The sections also include clues about explorers and the exchange of goods between the Old World and the New World.
Explorers

Feel free to make copies of the puzzles to distribute to your students for review.

1. Sailed near Arctic Circle for England:
   
2. First around the world:
   
3. Spanish conquistador:
   
4. Viking from Greenland:
   
5. Found present-day New York:
   
6. Explored Mississippi River:
   
7. Thought New World was Far East:

   IN        FOURTEEN        HUNDRED        NINETY        TWO
   1         2             3           4           5           6           7           8           9           10
   11       12            13           14          15           16          17
   18       19            20           21          22           23
   24       25

   COLUMBUS        SAILED        THE        OCEAN        BLUE.
   26       27            28           29          30           31          32
   33       34            35           36          37           38
   39       40            41           42          43           44
   45       46            47           48          49

Columbian Exchange

THE EXCHANGE OF ANIMALS, PLANTS, AND DISEASES BETWEEN THE EUROPEANS AND NATIVE AMERICANS IS CALLED THE COLUMBIAN EXCHANGE.
Why 3-D Templates?

Our 3-D Templates give students a hands-on way to interact with information. This kinesthetic technique engages the learner while the information is being presented, and also helps in the processing and cognitive organization of it. To put it another way:

“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.”

Early Explorers to the New World

This template is a great way to identify key explorers to the New World and to compare their expeditions. While some of the obvious explorers have been included, the template can be easily be modified to include others. Once completed, the 3-D Template will make a great review sheet!

Watch as it “Unfolds”

<table>
<thead>
<tr>
<th>Step 1:</th>
<th>Students cut and fold the template so that only the top half is showing. On the map, they label the location of each explorer’s expedition.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leif Ericson</td>
</tr>
<tr>
<td></td>
<td>Christopher Columbus</td>
</tr>
<tr>
<td></td>
<td>John Cabot</td>
</tr>
<tr>
<td></td>
<td>Hernando DeSoto</td>
</tr>
<tr>
<td></td>
<td>Henry Hudson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2:</th>
<th>Students unfold the template. Under each section they write information about the explorer and his main expedition.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leif Ericson [Image of Leif Ericson] [Map of Leif Ericson’s expedition] [Date of exploration] [Reason for exploration] [Motivation] [The Vikings were trying to expand their empire.]</td>
</tr>
<tr>
<td></td>
<td>Christopher Columbus [Image of Christopher Columbus] [Map of Christopher Columbus’ expedition] [Date of exploration] [Reason for exploration] [Motivation]</td>
</tr>
<tr>
<td></td>
<td>John Cabot [Image of John Cabot] [Map of John Cabot’s expedition] [Date of exploration] [Reason for exploration] [Motivation]</td>
</tr>
<tr>
<td></td>
<td>Hernando DeSoto [Image of Hernando DeSoto] [Map of Hernando DeSoto’s expedition] [Date of exploration] [Reason for exploration] [Motivation]</td>
</tr>
<tr>
<td></td>
<td>Henry Hudson [Image of Henry Hudson] [Map of Henry Hudson’s expedition] [Date of exploration] [Reason for exploration] [Motivation]</td>
</tr>
</tbody>
</table>

Repeat the steps to fill out each panel.

The template is provided on the next page. Make copies to hand out to your students.

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Page 30
### Science

<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
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<td>Plants</td>
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<tr>
<td>Animals</td>
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<tr>
<td>The Human Body &amp; Heredity</td>
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<tr>
<td>Cells &amp; Living Things</td>
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<tr>
<td>Heat &amp; States of Matter</td>
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<td>Energy &amp; Electricity</td>
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<td>Light &amp; Sound</td>
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<td>Astronomy</td>
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<td>Weather</td>
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<td>Earth’s Materials &amp; Processes</td>
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<td>Earth’s Biological History</td>
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### Social Studies

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<td>“Roaring Twenties” &amp; Great Depression</td>
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<td>A New Nation</td>
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<td>The World Wars</td>
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<td>Modern Times</td>
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<td>The Civil War</td>
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